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ABSTRACT

This survey examined the extent and quality of magazine journalism education in the United States and Canada. Over half of the 200 schools surveyed responded to the questionnaire concerning current teaching practices and facilities. Results indicate that magazine journalism is more widely taught than generally supposed: most schools have at least one course that concentrates on magazine writing or editing; one-fifth of the surveyed schools offer separate magazine, news magazine, or professional (freelance) writing sequences in their journalism curricula. In contrast to the expanded course offerings in magazine journalism education, nearly half of the responding schools indicated that they did not have any faculty members devoting more than one-third teaching time to magazine courses. Additional data that are discussed include enrollment, facilities, texts, internships, "joys and frustrations," and other aspects of magazine education. A sample questionnaire is attached. (RL)

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A SURVEY OF MAGAZINE JOURNALISM EDUCATION, 1976

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Presented to:
Magazine Division
Association for Education in Journalism
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College Park, Md.
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The purpose of this survey was to examine the present status of magazine journalism in colleges and universities with journalism programs throughout the United States and Canada. To our knowledge, no previous survey of this type has ever been completed or published.

Areas in which quantitative and descriptive data were sought included:

1. The number of schools offering courses that deal with areas of magazine journalism.
2. The number of schools offering a magazine or professional writing sequence.
3. Numbers and types of courses being offered as part of magazine journalism curricula.
4. The size of classes and the textbooks used in magazine writing and magazine editing and production classes.
5. The number of schools with student-produced magazines, and the nature of such magazine.
6. The number of instructors spending one-third or more of their time teaching magazine courses, and their professional and teaching backgrounds.
7. The use of adjunct professors and visiting lecturers.
8. The prevalence of magazine internship programs.
9. Open-ended responses on chronic problem areas in magazine journalism, statement of each school's successes and suggestions for further research in the field.

The study was commissioned and supported by the AEJ Magazine Division in order to assess current teaching practices and facilities and enable the Division to make proper plans and recommendations for the future. This survey also will provide groundwork from which further research can depart. It is hoped that it will provide a stimulus for open communication among all the colleges and universities presently offering and those considering beginning, magazine journalism programs.

Review of the Literature

Although no definitive survey of magazine journalism education has been published, the literature does reveal several studies on journalism faculties and education in general.

In the Fall, 1972 Matrix, pp. 20-21, a survey on the status of faculty women was presented. The authors analyzed 170 United States communications schools and found that out of 1,954 total staff positions, only 7¼% were filled by women. There were 90 schools (52¼%) which did not have any women on they faculty, and an additional 48 (28 3/4%) schools with only one woman on the faculty. We attempted to obtain this type of breakout on current magazine faculty. (see page 6)

The question of academic degree versus media experience was dealt with in an article in Journalism Educator, October 1973, entitled, "Most J-Administrators in Far West Boast M.A.s, Abundant Media Experience." In a survey of 36 schools and departments of journalism in nine Western states, Henley found that 12 of the 38 administrators had a doctorate, 24 had a master's degree, and two had an A.B. The average years of professional journalism experience was 10.8. Two-thirds stated that an earned doctorate was not necessary for tenure and promotion to associate professor, and two-thirds also statedthat at least five years of professional experience was needed before hiring.

The September, 1975 issue of The Quill was devoted to an in depth look at journalism education. In it articles by Reddick, De Mott, Einstoss, Jones and Neuhaus covered a variety of areas, including challenges confronting journalism schools, successes and failures in education and a discussion of the accreditation process. DeMott stated flatly (page 17) that, "Despite the presence of too many academicians of limited professional experience, today's average journalism professor has more professional experience than the average critic, and is more familiar with developments in the field." We sought to substantiate this "seat-of-the-pants" conclusion with quantitative data, at least as far as magazine journalism is concerned.

A recent study by the American Association of Schools and Departments of Journalism, as reported in Journalism Educator, October 1975, noted that "American journalism teachers are mostly men who are more likely to have a terminal degree from a university in the Midwest than from any other part of the country." (p.5) Overall, 88.8% of teachers were male. Seventy-five per cent of AEJ members answering listed their professional experience as newspaper. The next largest proportion was magazine experience, with 21.6 per cent.

Overall, it is fair to say that in educational literature, the emphasis is on newspaper or editorial sequences, with little coverage of the magazine or professional writing sequences that, the authors believe, are springing up over the country. We hope this survey will help to revive academic interest in the magazine journalism field.

Methodology

To reach all major journalism programs, we used the current 1976 AEJ listing of 200 schools and departments of journalism, contained in the January, 1976 issue of Journalism Educator. This list includes three schools in Canada. After the questionnaire was constructed and printed, each school was sent a survey instrument that included a letter of introduction and explanation, the questionnaire and a self-addressed , hand-stamped return envelope. All 200 schools listed were sent questionnaires, regardless of whether or not they had a magazine sequence listed.

In mid-May the surveys were mailed, first class, to the heads of the journalism or communications departments listed. Three weeks after the initial mailing, a follow-up mailing was conducted, aimed at: a) those schools with 500+ enrollments; plus b) those schools with a listed sequence and/or a laboratory magazine, who had not responded to the first questionnaire. Although no attempt was made to link the results with individual institutions,

we did check postmarks of incoming surveys to conduct the follow-up mailing to 34 non-responding schools. The follow-up mailing included the same questionnaire, a letter explaining how these particular schools had been selected for follow-up, plus another self-addressed stamped envelope for return mailing.

Questionnaire Design and Construction

Questions were designed principally to be applicable to programs of all different types, and to be easily machine-codeable. To acquaint ourselves with the different offerings and titles used by various schools scattered throughout the country, we consulted the catalogues of many of the schools with the largest and most established journalism programs: Northwestern, Syracuse, Missouri, Stanford, Oklahoma, Texas at Austin, Drake and Georgia. This was done to "liberate" our terminology and to encompass as many different programs as possible. Particular questions were worded to emphasize areas, rather than specific titles or labels.

Nevertheless, areas chosen to be investigated also reflected the interests and concerns of the two researchers. We included many "nuts-and-bolts" questions simply because this very basic information had never been collected systematically on magazine journalism education. Being magazine educators, we also were interested in what our colleagues were doing, what textbooks they were using, and what their particular problems were. Our particular interests also lie in student-produced magazines. One section of the questionnaire dealing with the production of lab magazines was included simply because we wanted to learn more about how other schools run their magazines. and use their experience to improve our product.

Questions were limited so that they would fit easily on four pages (a sheet of 17" x 11" paper, folded). Despite the large number of questions (47), we hoped to convey the impression that the survey would not take that much time to fill out. The double-column format was intended to enhance the compactness and professionalism of the questionnaire. Enough space was left to allow complete answers to open-ended questions.

After initial questions were constructed, a pretest was conducted by telephone with several schools within Ohio: one small, liberal arts school, a medium-sized university and a larger, more established one. Additionally, copies of the pretest questionnaire were sent to several members of the AEJ Magazine Division Committee. Based on this feedback, we changed the wording to several questions, and added others in areas we had overlooked.

Measurement Procedures and Hypotheses

The level of measurement was entirely nominal. Each question was assigned a column or series of columns on an IBM card. Each possible response was assigned a number from 0 to 9, corresponding to the punch that was placed in that question's column(s) on the card. Enough numbers were left at appropriate places to handle open-ended responses. Purely open-ended questions were coded either "0" if not answered, and "1" if some response was written in. Where numbers were asked for, the actual numbers or percentages were coded directly into the appropriate columns. It was necessary to use two 80-column cards for each school's response. All responses were assigned an identification number which was punched into the first three columns of each card.

After developing coding rules and the necessary inter-coder reliability, the two researchers did all the coding on separate sheets which were then turned over to the keypuncher for processing. Each open-ended question was read, and responses were compared for similarities and common response sets. This material was tabulated by hand.

The numbers and percentages reported in this paper are based on the first 107 responses received. It is believed, however, that they are representative of the population as a whole.

Since little or nothing has been done in this area before, we did not enter this research with any real prejudices or hypotheses. We wanted to gather, independently, very basic statistics on magazine journalism education. Our own experience and beliefs did lead us to expect certain outcomes, especially in the questions concerning the number of instructors spending one-third or more of their time teaching magazine journalism, and their professional and academic background. We also had some idea as to the textbooks being used and the problem areas in magazine journalism education. In some cases, our prior suspicions were substantiated. In other cases, they were not.

As stated in the cover letter to our questionnaire, we were not attempting to either judge or evaluate the quality of magazine education. But our findings do point up large deficiencies and strengths. It is hoped the results will spur the Magazine Division and others to attempt further research in the field.

Findings

As of the last week in June, 1976, we received 110 responses out of 200 questionnaires sent out, for a 55% return rate. Of the 43 schools with 500 or more journalism majors, we received responses from 32, or 74%. Included in our returns was one questionnaire from a Canadian school. Of those schools offering a magazine, news/magazine or a professional writing sequence, we received responses from 50%.

For reference, a copy of the questionnaire is included in the Appendix. Statistics cited are based on 107 cases, due to time constraints.

When asked whether they offered any courses which dealt with areas in magazine journalism, 92.5% responded affirmatively. Of these 99 schools, 45 , or 42 % also declared that they had an overall magazine or professional writing sequence. The listing in the AEJ directory JE, op cit. revealed only 28 schools listing such sequences. The AEJ directory lists 14% of all schools with journalism programs, while our survey revealed that 22.5% of our respondents have magazine sequences.

Magazine feature writing lead the list of the most offered magazine courses. Eighty-seven per cent of the schools reported having such a writing course. Magazine editing and production was the second most frequent course offered (69%) report. Third place went to courses discussing specialized magazines (52%).

Many schools listed additional courses in areas they deemed related to magazine journalism, but which were not listed on the original survey:

photojournalism, media research, typography, layout and design, freelance writing and selling, yearbook production and editing, house organs, magazine management, graphic arts and design, visual communications, industrial press, investigative journalism, depth reporting, public relations publications, promotion, critical writing and agricultural writing.

The "Textbook Sweepstakes" revealed that William Rivers' Free Lancer and Staff Writer is the most popular book used in magazine writing classes (21%). Second are courses (17%) that do not have any required texts. Six schools each use Schoenfeld's Effective Feature Writing and Fontaine's The Art of Writing Non-Fiction. Sixteen other books also were mentioned.

An open-ended question concerning the "chronic problems" in teaching magazine writing revealed several common strands of thought. The short length of the term, coupled with large classes and lack of time for individual evaluation and attention, were cited as constant stumbling blocks. The basic English skills background of students was also considered deficient. Photo majors and home economics majors especially lacked writing experience, but many students apparently enter writing classes lacking basic grammar skills.

Additional problem areas which some respondents expressed included the lack of potential markets!, getting students to work on deadline, overcoming newspaper style and training. overcoming one-dimensional reporting and lack of reader cooreintation, poor research technique and student indifference toward reading magazines.

The most popular textbook being used in editing and production classes is Click and Baird's Magazine Editing and Production, by a wide margin. Thirty per cent use it, while its nearest competitor (Root) garnered only four per cent. Thirteen per cent of the respondents have no required text. Additional texts mentiond that did not appear on the original survey include six other textbooks, Folio magazine and Pocket Pal.

The principal projects or activities of magazine editing and production classes were production of a student magazine or a proposal for a new magazine. Other activities included writing, editing and producing inserts, production of a Sunday supplement magazine for newspapers, internships on area magazines, redesign of an issue of an already-published magazine, and the preparation of a dummy magazine plus writing assignments for such a magazine.

Size of classes was examined separately. Most magazine writing classes have between 10 to 20 students, with 23% having 10 to 15 and 33% having 16 to 20 students. Annual enrollments in magazine writing classes range from four to 150 students, with an average of 48. Magazine editing and production classes follow this same pattern, with a slight edge going to the 10 to 15 student individual class size. Approximate annual enrollment in magazine editing and production classes ranged from four to 220, with an average of 37.

When asked directly if they had a student produced magazine, 50% answered yes, 23% no, and 27% failed to respond. Of those 53 schools answering yes, 22 stated they had a laboratory magazine, 20 said they had an independent one, and the other 10 classified their magazine in the "other" category. The section of subsequent questions dealing with the specific laboratory magazine was skipped by 70% of the respondents, so findings on those questions are not based on a significant number of responses.

To briefly summarize that section, most of the laboratory magazines are produced by members of a class experiencing magazine production for the first time. Faculty supervision is the norm. The students involved usually receive academic credit for their work. Some magazines, however, have paid top staff positions. These arrangements go from an editor getting paid $2.26 an hour for 80 hours of work a month to full tuition waivers. Several editors receive not only a salary, but also a percentage of the net grossed by the magazine. Only one laboratory magazine was reported as not actually being printed. Of those actually printed, 16 are distributed only on campus, while 11 are distributed on campus and in the surrounding community as well. Five magazines have press runs over 10,000; 17 exceed 2,000 copies per issue.

Another question took inventory of the types of graphic arts equipment presently available to journalism students. The most common facility available is a photographic darkroom with related equipment (89%). Fifty-five per cent report having a phototypesetter and 34% an offset press. Entering "the new technology," 31% have a video display terminal.

An investigation of the professional and academic background of the instructors who spend one-third or more of their time teaching magazine courses was a large part of the survey. It was decided that those faculty spending a significant amount of class time in magazine teaching were worthy of special analysis. Forty-seven of the respondents do not have any magazine journalism faculty who qualify under this operational definition. Thirty per cent have one faculty member, 15% have two, 5% have three and 3% have four. Four is the largest number magazine of faculty members claimed by any school. Of those 104 instructors identified as to sex 78% are male and 22% are female.

Each school was asked to assign identifying letters to each of their magazine instructors, then answer a series of questions concerning the background of each. For those instructors listed under "Instructor A," 30% have their main professioanl background in magazines, 29% in newspapers and 8% in public relations. Under "Instructor B," 18 were listed as having newspaper experience while 11 were placed under the magazine category. (To keep these percentages and numbers in perspective, it must be pointed out that under Instructor A, 25% of the 107 schools did not respond and under Instructor B, 62% did not respond.)

Actual years of professional magazine experience for all instructors listed varied from zero to one with 40 years of magazine experience. Those instructors with five years of experience or less make up 53% of the total. We were surprised to find that 13% of magazine instructors have no direct professional experience; and 9% have only a year or less. An additional 23% of the instructors have magazine experience in the six to ten-year range.

Teaching experience ranged from one to 33 years. Forty per cent of the instructors have been teaching five or less years, while an additional 31% have taught between six and ten years, inclusive.

Under a question about the freelance activity of the magazine instructors, as previously operationally defined, 73 instructors were listed as currently freelancing.

The highest degree held by most of the instructors is a Master's. Under the Instructor A listing, 40% hold Master's degrees, while the second highest

category is a Doctorate with 26%. The clear majority of those listed under Instructor B also hold a Master's degree.

The use of adjunct professors and visiting professors is another area we explored. Twenty schools reported using professionals from the surrounding community as adjunct professors. (A great many more schools said they used guest lecturers, but not as actual members of the faculty.) The majority of those 20 schools responding "yes" use a total of one or two adjuncts each. The courses listed as being taught by adjunct faculty are: magazine production, magazine writing, editing, graphic arts and design and magazine management.

Of those schools responding (89%) to a question on whether or not they have internship programs with magazine outlets, a little over half said, "yes." These internship programs place approximately 280 students per year on magazines. A similar area of interest is the existence of a Placement Office specifically for journalism students. Thirty-six per cent of the schools have a placement office of this type, while 46% do not, and the remainder use other arrangements.

The most popular professional organization to which at least one of the magazine faculty belong are: Society of Professional Journalists (64%), Women in Communications, Inc. (30%) and the International Association of Business Communicators (19.6%). Sixty of 107 magazine teaching faculty members are listed as members of the Association for Education in Journalism, Magazine Division (56%). There were an additional 20 "don't knows" to the question on Magazine Division membership.

The final portion of the questionnaire asked three open-ended questions. The first asked the respondent to discuss the chronic problem areas he or she had encountered in magazine journalism education. Several responded that the lack of other faculty interest and the feeling that faculty in other sequences tended to "look down" upon those in magazines. Some coupled this type of feeling with a belief that magazine journalists also lack a professional identification, and suffer from lack of general public and student awareness and understanding of the magazine field. Other respondents lamented the limited opportunities for jobs and what they felt was a misplaced emphasis on freelancing rather than work on the staff of specialized magazines. Underfinancing and lack of good facilities were cited also. Two respondents listed lack of experienced instructors as a chronic problem.

Students also were the center of several problem areas. Lack of sufficient student background along with false student expectations that they can become experts quickly were cited as stumbling blocks. In all, 44% of the schools that returned surveys wrote of problem areas within magazine journalism education.

The second open-ended discussion question asked respondents to relate their proudest moments in magazine journalism education. Thirty-eight per cent responded to this question. Almost all mentioned that their proudest moments involved students selling their work and seeing it in print for the first time. Also mentioned were the winning of awards and contests, plus the enjoyment in producing of their first laboratory magazine.

The final question asked respondents to suggest areas in research they felt were currently needed in the magazine journalism field. Only 26% of the schools wrote anything on this question. Suggestions were many. Several were interested in cost research and analysis of the economics of modern magazines. Career opportunities, market trends, examination of editorial policy and decision-making, readership surveys, analysis of current personalities and magazines, investigation of the free lance writing field, analysis of teaching methods and an examination of what magazines and editors actually want from journalism education were all suggestions offered.

Further Analysis

The preceding results fulfilled our chief goal of providing a "census" on the information we collected on magazine journalism education today. Interpretation and subsequent action we left to the Magazine Division and each reader.

However, on looking at our data, it becomes evident that there were several other areas and breakdowns which could be accomplished through additional computer runs which might prove of value in assessing the data under study.

The first comparison made was between those universities and colleges with magazine sequences (45) and those without magazine sequences (52). Just as the size of the groups is very similar, answers to most of the questions are very similar. However, there are several areas where significant difference shows up.

As far as individual class size is concerned, those schools with sequences cluster around the 16 to 20 student class size, while those schools without sequences tend to cluster more toward the 10 to 15 student individual class size. Of those with sequences, 30 out of 45, or 66.7% have student-produced magazines, while only 22 out of the 52 which do not have a magazine sequence, or 42.3%, have a student-produced magazine.

Comparisons of instructors who teach in either sequence or non-sequence schools also reveal some interesting differences. First, 31.1% of those schools with magazine sequences do not have any instructors who spend one-third or more of their time teaching magazine courses. On the other hand, 51.9% of those schools that do not have sequences also do not have any magazine instructors. The breakdown for the rest of the categories is as follows:

# of Instructors	Sequence	Non-sequence
0	14 schools	27 schools
1	15 "	17 "
2	10 "	6 "
3	4 "	1 "
4	2 "	1 "

A look at the main professional background of the instructors in both the sequence and non-sequence schools shows that 41% of the instructors in the sequence schools have a predominate magazine background, while only 29% of the instructors in the non-sequence schools list magazines as their main background.

A final interesting comparison shows that 53.3% of those schools with magazine sequences offer internships with magazines, while only 38.5% of the non-sequence schools do.

Another crosstabulation run compared the number of magazine instructors to whether or not the school has a student-produced magazine or not. Except for the three instructor category, every category has nearly twice as many responses in the magazine block as in the no magazine block. Those with two magazine instructors have the greatest number of their schools in the "yes magazine" block.

A comparison of schools with enrollments of 500 or more against smaller programs yields virtually the same comparisons as sequence versus non-sequence crosstabs. Large schools are slightly more likely to have a higher proportion of instructors with magazine experience, as well as a larger number of magazine teachers with their faculty.

A Few Implications

As stated, the purpose of this survey was not to test any pre-constructed hypotheses, but, rather, to simply gather "nuts-and-bolts" information on very basic areas of magazine journalism education. Having accomplished this census-taking, we leave the bulk of the haranguing to others.

Several things, however, have become apparent. There are many more magazine sequences in the country today than were previously thought, and the number is probably growing. Nearly all of the colleges and universities that responded offer some type of instruction in magazine journalism. Eighty-seven per cent offer magazine feature writing, while 69% offer magazine editing and production. Of those responding, 50% claim to have a student-produced magazine.

The growth of magazine journalism education, however, is not really reflected in the number of faculty who spend one-third or more of their time teaching magazine courses. Nearly half of the schools could not say that they had even one instructor in magazines. Professional magazine experience does not seem to be a prerequisite for becoming a magazine instructor. In contrast, it is almost a "must" to have at least a Master's degree before one can hope to teach in colleges and universities.

Responses to the open-ended questions show that we still have a lot of areas which need both investigation and improvement. Magazine journalism education is just beginning to come into its own. What is done in the next few years will set both the tempo and the goals of our segment of journalism education. Hopefully this survey is just the start in the right direction.

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OFFICE PHONE:
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May, 1976

Dear Colleague,

The attached survey instrument represents an attempt by the Association for Education in Journalism's Magazine Division to assess the status of magazine journalism education in the U.S. and Canada. I hope you will find time to respond promptly.

Although the questions are many, we have attempted to reduce as many as possible to a "simply circle your choice" response. This was done to both facilitate your response and assist in machine analysis.

I should mention that this is only a census and not an attempt to judge or evaluate the quality of magazine education. If the questions reflect any biases they are the unintended products of the programs in which members of the survey committee participate. This is an anonymous document. No school or program will be identified on the final report.

The results of this survey will be presented at the AEJ annual meeting in College Park this August. To allow maximum time for data reduction and analysis, please try to reply by June 10. If you wish your own copy of the final report, attach a note to your reply or write me separately.

I hope to hear from you soon.

Sincerely,

Byron T. Scott
1975-76 Head
Magazine Division
Association for Education
in Journalism

st/BTS

In completing this survey, please CIRCLE the number appropriate to your response. Where write-in answers are required, please answer in the space provided on the same line or following the question.

A. Do you require some type of exam or exams before permitting a student to enroll in the journalism program? (Do not list university or college entrance requirements - only journalism exam(s)) (C 4)

(1) Yes
(2) No

A.a. If yes, please circle the following types of tests or other evaluators that are required before admittance: (C 5-8)

(1) English Proficiency Test
(2) Writing skill level test
(3) Typing test
(4) Overall grade point average minimum
(5) Certain grade in basic journalism course(s)
(6) Certain grade in a course outside of journalism
If so, please specify what area:
(7) Other - Please specify:

B. Do you offer any courses that deal with areas in magazine journalism? (C 9)

(1) Yes
(2) No If NO, skip to Question V.

C. If you offer such magazine courses, are they part of an overall magazine or professional writing sequence? (C 10)

(1) Yes
(2) No

D. No matter what particular course titles you use, please indicate which of the following areas are covered in SPECIFIC courses: (C 11-18)

(1) Magazine feature writing
(2) Magazine editing and production
(3) Production of a laboratory magazine
(4) Discussion of specialized magazines
(5) New Journalism
(6) History and overview of American magazines
(7) Science writing
Other types of magazine courses offered - Please specify:
(8)
(9)

D.a. Related topics covered within non-magazine courses - Please list: (C 19-20)

(1)
(2)
(3)
(4)

The following questions refer to magazine writing courses. If you offer no such individual course or courses, please skip to Question J.

E. What is the approximate **annual** enrollment in your magazine writing classes? (C 21-23)

F. On the average, how large are your individual magazine writing classes? (C 24)

(1) Fewer than 10 students
(2) 10 to 15 students
(3) 16 to 20 students
(4) 21 to 25 students
(5) 26 to 30 students
(6) More than 30 students

G. Approximately what percentage of total annual magazine writing course enrollment is represented by non-journalism majors? (C 25-27)

H. Which of the following textbook(s) is(are) being required in your magazine writing classes? (C 28-29)

(1) Schoenfeld: Effective Feature Writing
(2) Rivers: Free Lancer and Staff Writer
(3) Rivers: Finding Facts
(4) Fontaine: The Art of Writing Non-Fiction
(5) Alexander: Beyond the Facts
(6) Knott: The Craft of Non-Fiction
(7) Romero: Handbook of Professional Magazine Writing
(8) Bird: Modern Article Writing
(9) No required texts

H.a. If not required, which texts are optional: (C 30)
(1)
(2)
(3)

H.b. Other texts used - Please specify: (C 31)
(1)
(2)
(3)

I. What chronic problems, if any, do you face in teaching magazine writing? (C 32)

The following questions are on magazine editing and production classes. If you offer no such individual course or courses, please skip to Question V.

J. What is the approximate annual enrollment in your magazine editing and production classes? (C 33-35)

K. On the average, how large are your individual magazine editing and production classes? (C 36)

(1) Fewer than 10 students
(2) 10 to 15 students
(3) 16 to 20 students
(4) 21 to 25 students
(5) 26 to 30 students
(6) More than 30 students

L. Which of the following textbook(s) is(are) being required in your magazine editing and production classes? (C 37-38)

(1) Click and Baird: Magazine Editing and Production
(2) Ferguson: Editing the Small Magazine
(3) Root: Modern Magazine Editing
(4) No required texts
If not required, which texts are optional:
(5)
(6)
Other texts used - Please specify:
(7)
(8)
(9)

M. What is the principal project or activity of students in your magazine editing and production classes? (C 39)

N. Do you have a student produced magazine? (C 40)

(1) Yes
(2) No

N.a. If yes, is it: (C 41)
(1) A laboratory magazine
(2) Independent
(3) Other - Please specify:

The following questions deal with the regular production of a laboratory magazine. If you do not produce such a magazine on a regular basis, please skip to Question V.

O. How are staff members for your laboratory magazine selected? (Choose only ONE) (C 42)

(1) All are nbers of a class who are experiencing magazine production for the first time. It is n.. nly faculty supervised.
(2) All are class members, but top-staffers are second-time veterans who supervise and instruct first-timers' efforts.
(3) All potential staffers must go through screenings.
(4) Other - Please specify:

P. Do students receive academic credit for working on the staff of your laboratory magazine? (C 43)

(1) Yes
(2) No

Q. Are the top positions (ie. editor, executive editor, etc.) paid positions? (C 44)

(1) Yes - If yes, please specify the financial arrangements:
(2)
(3)
(4)
(5) No

R. What happens after the magazine is produced? (C 45)

(1) It is not actually printed.
(2) It is printed and distributed only on campus.
(3) It is printed and distributed in the surrounding community as well as on campus.
Other - Please specify:
(4)
(5)
(6)

S. If printed, what is your press run? (C 46-49)

T. What is the approximate cost per issue to produce the magazine? (C 50-53)

U. Please give the approximate percentage of financial support provided your laboratory magazine by the following revenue sources? (C 54-55, 56-57, 58-59)

(1) University budget per cent
(2) Circulation per cent
(3) Advertising per cent
(4) Other - Please specify sources:

The following questions deal with the types of facilities which you have available in-house for magazine and other journalism students.

V. Please circle the following types of graphic arts equipment which you have available: (C 60-64)

(1) Video Display Terminal
(2) Photographic darkroom and facilities
(3) Phototypesetter
(4) Hot type
(5) Offset press
(6) Copy camera
(7) All of the above
(8) Other - Please specify:

W. Do you have a magazine club? (C 65)

(1) Yes
(2) No
(3) Other - Please specify:

X. Does your club or student magazine have editorial offices? (C 66)

(1) Yes
(2) No
(3) Other - Please specify:

Y. Other facilities? (C 67)

The following questions deal with the faculty you employ to teach areas of magazine journalism. For purposes of this survey, please consider an individual a magazine instructor only if he or she spends **one-third or more** of his or her time teaching magazine courses.

Z. Although many faculty may teach an occasional magazine course, how many instructors spend **one-third or more** of their time teaching magazine courses?

Total:	Male:	Female:
(C 68-69)	(C 70)	(C 71)

Please assign each of these magazine instructors an arbitrary letter, beginning with Instructor A, Instructor B, Instructor C, and so on. Then answer the following series of questions, using the same labels throughout. (Do NOT include teaching assistants. However, DO include part-time and adjunct faculty.)

AA. Please indicate which of the following areas constitute **the main professional** background of your magazine instructors. CIRCLE ONLY ONE CATEGORY FOR EACH INSTRUCTOR.

	MAG	NEWSP	ADVER	PR	RTV	NONE
Instructor A (C 72)	(1)	(2)	(3)	(4)	(5)	(6)
Instructor B (C 73)	(1)	(2)	(3)	(4)	(5)	(6)
Instructor C (C 74)	(1)	(2)	(3)	(4)	(5)	(6)
Instructor D (C 75)	(1)	(2)	(3)	(4)	(5)	(6)
Instructor E (C 76)	(1)	(2)	(3)	(4)	(5)	(6)

ADD OTHERS IF NECESSARY (C 77)

(KEYPUNCHER: BEGIN CARD TWO HERE)

BB. Approximately how many years of professional magazine experience does each of your magazine instructors have?

Instructor A (C 4-5) years
Instructor B (C 6-7) years
Instructor C (C 8-9) years
Instructor D (C 10-11) years
Instructor E (C 12-13) years

ADD OTHERS IF NECESSARY (C 14-15)

CC. Approximately how many years of professional newspaper experience does each of your magazine instructors have?

Instructor A (C 16-17) years
Instructor B (C 18-19) years
Instructor C (C 20-21) years
Instructor D (C 22-23) years
Instructor E (C 24-25) years

ADD OTHERS IF NECESSARY (C 26-27)

DD. Approximately how many years of college teaching experience does each of your magazine instructors have?

Instructor A (C 28-29) years
Instructor B (C 30-31) years
Instructor C (C 32-33) years
Instructor D (C 34-35) years
Instructor E (C 36-37) years

ADD OTHERS IF NECESSARY: (C 38-39)

EE. Are any of your magazine instructors currently free lancing? (Circle only if YES)

Instructor A (C 40)
Instructor B (C 41)
Instructor C (C 42)
Instructor D (C 43)
Instructor E (C 44)

ADD OTHERS IF NECESSARY (C 45)

FF. What is the highest degree held by each of your instructors?

	NONE	BACHELORS	MASTERS	DOCTORATE	OTHER
Instructor A (C 46)	(1)	(2)	(3)	(4)	(5)
Instructor B (C 47)	(1)	(2)	(3)	(4)	(5)
Instructor C (C 48)	(1)	(2)	(3)	(4)	(5)
Instructor D (C 49)	(1)	(2)	(3)	(4)	(5)
Instructor E (C 50)	(1)	(2)	(3)	(4)	(5)

ADD OTHERS IF NECESSARY (C 51)

GG. Do you use magazine professionals from the surrounding community as adjunct professors? (C 52)

(1) Yes--------If so, how many? (C 53-54)
What courses do they ordinarily teach? (C 55-57)

(2) No

HH. Do you have an internship program with magazine outlets? (C 58)

(1) Yes
(2) No
(3) Other arrangements - Please specify:
(3)
(4)
(5)

II. How many of your students per year would you estimate obtain internships with magazines? (C 59-61)

JJ. Do you have a Placement Office specifically for journalism students? (C 62)

(1) Yes
(2) No
(3) Other arrangements - Please specify:
(3)
(4)
(5)

KK. Do members of your faculty belong to the Association for Education in Journalism, Magazine Division?

	YES	NO	DON'T KNOW
Instructor A (C 63)	(1)	(2)	(3)
Instructor B (C 64)	(1)	(2)	(3)
Instructor C (C 65)	(1)	(2)	(3)
Instructor D (C 66)	(1)	(2)	(3)
Instructor E (C 67)	(1)	(2)	(3)

ADD OTHERS IF NECESSARY (C 68)

LL. Please circle the following other professional associations to which at least one of your faculty now belongs: (C 69-77)

(1) International Association of Business Communicators
(2) Society of Technical Writers
(3) Society of Magazine Writers
(4) Magazine Publishers Association
(5) Society of Professional Journalists (Sigma Delta Chi)
(6) Women in Communications, Inc.
(7) Other - Please specify:
(7)
(8)
(9)

The following are open-ended questions, designed to elicit any further comments you may have. Please feel free to answer them either in letter form or on additional sheets of paper. Your feedback will be greatly appreciated.

MM. What chronic problem areas have you encountered in magazine journalism education? (C 78)

NN. What have been your proudest moments in magazine journalism education? (C 79)

OO. What sort of research do you feel is currently needed in magazine journalism? (C 80)

OPTIONAL: To update our mailing list, you may want to write the names of faculty teaching your magazine courses on a separate piece of paper. This page will be separated from the questionnaire prior to analysis.